

Criterion 2 – Teaching-Learning and Evaluation (350)

Key Indicator - 2.1 Student Enrolment and Profile (30)

Metric No.		Weightage
<p>2.1.1</p> <p>QnM</p>	<p><i>Average percentage of students from other States and Countries during the last five years</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Number of students enrolled from other states and countries 2014-15 session, 2 2015-16 session 2 • Total number of students enrolled <p>Formula: Percentage per yr= No of students from other states, countries/total no of studentsx100</p> <ul style="list-style-type: none"> • 2014 -2/802x100= .24% • 2015- 2/755x100= .26% <p style="text-align: right;">Average percentage= $\frac{\sum \text{Percentage per year}}{5}$</p>	<p>10</p>

<p>2.1.2</p> <p>Q_nM</p>	<p><i>Average enrolment percentage (Average of last five years)</i> Data Requirements last five years:</p> <ul style="list-style-type: none"> Total Number of students admitted <ol style="list-style-type: none"> 2014 – 264 2015- 300 2016- 264 2017-326 2018-322 Total number of sanctioned seats <p>Data not given</p> <ul style="list-style-type: none"> Formula: $\text{Percentage per year} = \frac{\text{Total number of students admitted}}{\text{Total number of sanctioned seats}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	<p>10</p>
<p>2.1.3</p> <p>Q_nM</p>	<p><i>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</i> Data Requirement:</p> <ul style="list-style-type: none"> Number of students admitted from the reserved category <ol style="list-style-type: none"> 2014-SC 83 ST 18, OBCA 0 OBCB 0 2015- SC 99 ST 17 OBCA 6 OBCB 4 2016- SC 96 ST 12 OBCA 13 OBCB 19 2017- SC 94 ST ST 12 OBCA 0 OBCB 0 2018 –SC 107 ST 8 OBCA 4 OBCB 11 Total number of seats earmarked for reserved category as per GOI or State Government rule 22% SC; 6% ST; OBC A; OBC B <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Actual number of students admitted from the reserved categories}}{\text{Total number of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	<p>10</p>

Key Indicator - 2.2 Catering to Student Diversity (50)

Metric No.		Weightage
<p>2.2.1</p> <p>Q_iM</p>	<p><i>The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners</i> Upload a description of the initiatives in not more than 500 words</p>	<p>30</p>

Institutional Context of the Key Indicator:

Education, to be meaningful needs to be delivered in ways that are relevant and comprehensible to the student. With all the logistical constraints in the present academic system it is not possible to customize knowledge delivery to the extent desirable. However, such difficulties notwithstanding, the institution tries its best to cultivate an inclusive ethos aimed at assessing the learning levels of its students after admission and adopting a multi-pronged educational strategy to address discrepancies inherent in such a structure. The institutional policy in this regard is not only to help the advanced students in their quest for excellence but to persevere specially with the more modestly endowed students that they, too may hone their abilities and prepare themselves for the larger world. Thus, the institution contributes to the larger vision of social amelioration and nation-building.

List of Relevant Initiatives:

- The institution provides personalized attention to each and every student taking admission.
- Within a month or so after admission, each department conducts 'Entry-Level Tests' or class tests to assess the level of learning of students.
- Besides, verbal tests and class interaction are taken into account to assess the extent of progress made by students.
- Slow learners are identified and provided with more intense attention both inside and outside class, are asked to prepare answers of questions and get them corrected by their teachers to facilitate learning on their part.
- Special classes are held for slow learners to help them cope with the curriculum.
- Advanced students are encouraged to aim high and are helped by timely supply of reference books, and study materials from various e-portals like INFLIBNET subscribed to by the college.
- At the yearly Parent-Teacher Meeting (PTM) held by every department, parents of slow learners are sensitized about their role as motivators to their wards, to be gentle, caring and supportive towards them so that they can devote more quality time to studies in a conducive, peaceful home environment.
- Communications are maintained between parents and teachers so that parents can take the advice of teachers if and when their wards face any physical or psychological distress.
- Students of a particular class are divided into groups and are assigned to the special care of a teacher, thus establishing a Mentor Mentee system which enables students to receive close attention from a particular tutor/mentor in addition to the accessibility of the faculty members in general.
- Advanced learners are also encouraged to be supportive towards their less proficient class mates as peer support is a great morale booster.

	<ul style="list-style-type: none"> Under the tutelage of teachers, students organize seminars on topics included in the syllabus, and through mutual discussion, try to present fresh perspectives, an exercise in which strong students hold the hands of their weaker classmates in achieving the goal of a meaningful academic exercise. Such students' seminars are a consistent feature of the teaching-learning activities in the college and students show great enthusiasm in participating in them as they look forward to appreciation from their mentors. 	
2.2.2 Q_nM	<p><i>Student - Full time teacherratio</i></p> <p>Data Requirement for last five years (year wise):</p> <ul style="list-style-type: none"> Total number of students enrolled in the institution 2014-802 2015-755 2016-689 2017-735 2018-745 Total number of full time teachers in the institution 36 Formula: Students : Teachers 745:36=20:1 	10
2.2.3 Q_nM	<p><i>Percentage of differently abled students (Divyangjan) on rolls</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> Total number of differently abled students on roll in the institution 	10

	<ul style="list-style-type: none"> Total number of students on roll in the institution 3 blind students. Should be more in 5 years. <p>Formula:</p> $\frac{\text{Number of differently abled students on rolls}}{\text{Total number of students on rolls}} \times 100$	
--	---	--

Key Indicator - 2.3 Teaching - Learning Process (50)

Metric No.		Weightage
<p>2.3.1</p> <p>QIM</p>	<p><i>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</i></p> <p>Upload description of student centric methods in not more than 500 words.</p> <p>Institutional Context of the Key Indicator:</p> <p>The institution, as is clear from its Strategic Plan has a vibrant policy on enhancing its academic scope with a view to introducing innovations across the range of its disciplines and improving the learning experience of its students. It has, to that end provided increased ICT facilities, undertaken library upgradations, introduced new subjects to expand the scope of combinations available to students, started Add-On Courses (ICT and English Language) and conducted Academic Audits from time to time, among other initiatives.</p> <p>Departmental Measures</p> <ul style="list-style-type: none"> Students of English and Bengali departments are taken to film shows and dramas so as to be able to relate the text to the performance. Students of History are taken to museums to witness relics of ancient civilizations, to places of historical significance to relive the memories of the past, to the Town Hall to learn about the rich legacy of the place, particularly its role as a venue for the stirring speeches during the nationalist struggle of the country. Department of Political Science organized A UGC sponsored seminar on Dr. B.R.Ambedkar in February 2017, attended by renowned scholars from JNU and other universities which exposed students to the erudite discourses 	<p>20</p>

of these great minds.

- Students of Sociology, Education, Philosophy and other Social Science departments, too are taken for study tours to the houses of Sri RamakrishnaParamhansa Deva, Swami Vivekananda, Tagore, Netaji, to Mother Teresa's Missionaries of Charity, etc so that they may be inspired by the great contribution of these titans in our national life and consequently be imbued with values of service to humanity.
- Students of the Department of Economics regularly participate in both in-house and outside the Campus (in different kolkata-based renowned Colleges and Universities) events like, Paper Presentations, Debates, and Quiz Competitions etc.
- Students of Sanskrit are taken to the National Library to marvel at ancient manuscripts preserved there.
- Students of Journalism and Mass Communication benefit from attending workshops and film shows both in our college and other venues such as the American Center.
- Regular participation in students' seminars, inter-college debates, quizzes, micro-teaching, poetry workshops, ecological events, craft trainings, and gender-awareness programmes both in their home institution and other colleges enhance their learning experiences.
- Students are encouraged to make literary contributions to the college magazine *Srijan*, departmental journals/working papers on topics related to various interesting facets of their syllabus and independently organize academic and cultural programmes at times.
- Students are specially initiated into the participatory model of learning through their volunteer services in the various cells of the college, such as the NSS unit, the Eco Club, the Women's Study Cell and the Electoral Literacy Club.
- The problem-solving methodologies in use are academic assignments, classroom debates, group discussions, inter-disciplinary lectures, interviews, data analysis, workshops on co-curricular and life-skill development, the composition of Term Papers, Project and Field Reports and Laboratory Notebooks wherever applicable and independent curating of cultural and athletic events.

<p>2.3.2 Q_nM</p>	<p><i>Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</i></p> <p>Data Requirements:</p> <ul style="list-style-type: none"> • Number of teachers using ICT (LMS,e-resources) 34 • Number of teachers onroll 34 • ICT tools and resourcesavailable • Number of classrooms with LCDfacilities: 07 • · Number of classrooms with Wi-Fi/LANfacilities : 12 • · Number of seminar halls with ICTfacilities : 05 <p>Formula: 100%</p> $\frac{\text{Number of teachers using ICT}}{\text{Total number of teachers}} \times 100$ <p>Documents: Source-Institutional website/LMS website/ Academic management system</p> <p>Process-Online verification ,Output-Percentage of concordance</p>	<p>10</p>
<p>2.3.3 Q_nM</p>	<p><i>Ratio of mentor to students for academic and stress related issues</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Number of students assigned to eachMentor On an average, a teacher is assigned 20 students, actual figure varies from department to department <p>Formula: Mentor: Mentee</p> <p>1:20 (36 teachers, 745 students)</p>	<p>10</p>
<p>2.3.4 Q_iM</p>	<p>Innovation and creativity in teaching-learning</p> <p>Upload a description of innovation and creativity in teaching-learning process not more than 500 words</p> <p>Institutional Context of the Key Indicator:</p> <p>A pedagogy in tune with current needs and yet retaining the best in traditional methods of teaching-learning is the ideal sought to be followed by the institution. To this end the college places a premium on innovation and creativity in the academic enterprise always seeking to render the transfer of knowledgemore exciting and transformative in content and method.</p> <p>List of Measures undertaken in this regard.</p> <ul style="list-style-type: none"> • The extensive use of smart class rooms, LCD Televisions, and other ICT facilities to disseminate knowledge through audio-visual means, • library orientation programmes • peer-teaching • regular educational tours • faculty exchange programmes 	<p>10</p>

- leadership development and faculty empowerment exercises
- green auditon environment-friendly practices including solar panel installation and e-waste management procedure to sensitize students on environmental preservation.
- motivational talks on character-building etc by experts in various fields.
- The FOSS course, certified by IIT. Mumbai, attended by almost the entire class of first year students, provide a very useful exposure to the technology of the future.
- Special Lectures by noted academicians regularly organized by the various departments expose students to reappraisals of known content and methodologies thereby widening their academic horizons and stimulating their intellectual curiosity.
- Students are often taken by their teachers to museums, town halls, numismatic exhibitions, seminars at other institutions, exhibitions of arts and crafts, of paintings, film shows, theatre etc. in a bid to complement conventional classroom teaching.
- Certification in Climate Change Awareness by the United Nations.
- A Musical Meditation Workshop organized by Women’s Study Cell was a very innovative step as students found it an interesting method of mental relaxation and stress busting which rejuvenated their body and mind.
- A Counselling Programme on *Examination Phobia* was held by the Department of Philosophy in collaboration with the Counselling Cell in the college on 23/03/2018 where Dr. Chandrima Banerjee used music therapy to counsel the students.
- SUMELI, Folk Studies Archive of the College, formed with the objective of sensitizing students and staff alike about the rich folk art heritage of our country is an innovative way of making students aware of the cultural and artistic heritage of our country. A seminar on ‘Exploring Folk Tradition of Bengal’ contributed to the revival of popular interest in folk art forms of Bengal.
- The Inclusiveness Studies and Practices Centre (ISPC) teaches students about practicing inclusiveness in their daily life as also in their larger social interactions.
- The Office of the District Election Officer, Kolkata South selected our college for setting up an Electoral Literacy Club, with 6 student volunteers and a faculty member as Nodal Officer. The Club is required to organize creative writing and slogan writing competition, debates and other activities to spread awareness about the electoral practices of our vibrant democracy among our students who are newly enrolled voters and sensitize them about how to exercise their right to the franchise. A Slogan and Poster Competition was organized by the Electoral Literacy

	<p>Club recently and the theme of the competition was 'Inclusive Registration'. Assistant Electoral Registration Officers present on the occasion were appreciative of the innovative slogans and distributed prizes among the winners of the competition.</p>	
--	--	--

Key Indicator - 2.4 Teacher Profile and Quality (80)

Metric No.		Weightage
<p>2.4.1</p> <p>Q_nM</p>	<p><i>Average percentage of full time teachers against sanctioned posts during the last five years</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Number of full timeteachers <ul style="list-style-type: none"> 2014-36 100% 2015-36 100% 2016-36 100% 2017-34 94% 2018-34 94% • Number of sanctionedposts 36 <p>Formula:</p> <p>Percentage per year= $\frac{\text{Number of full time teachers}}{\text{Total number of sanctioned posts}} \times 100$</p> <p style="text-align: center;">Average percentage= $\frac{\sum \text{Percentage per year}}{5}$</p> <p style="text-align: center;">Average 97.6%</p>	<p>15</p>
<p>2.4.2</p> <p>Q_nM</p>	<p><i>Average percentage of full time teachers with Ph.D. during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers withPhD Presently 19 • 2014- 13 36% • 2015-13 36% • 2016-13 36% • 2017-16 44% • 2018-19 55.8% • Total number of full time teacher <p>34</p> <ul style="list-style-type: none"> • Formula: <p>Percentage per year= $\frac{\text{Number of full time teachers with Ph.D.}}{\text{Total number of full time teachers}} \times 100$</p> <p style="text-align: center;">Average percentage= $\frac{\sum \text{Percentage per year}}{5}$</p> <p>208/5=41.6</p>	<p>20</p>

<p>2.4.3</p> <p>Q_nM</p>	<p><i>Average teaching experience of full time teachers in number of years</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the full timeteacher <input type="checkbox"/> Name of the department <input type="checkbox"/> Number of years of teaching experience (years and months) <p>Formula: Being compiled</p> $\frac{\text{Sum of total experience of full time teachers}}{\text{Total number of full time teachers}}$	<p>10</p>
--	--	------------------

<p>2.4.4 Q_nM</p>	<p><i>Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers receiving awards from State, National, International level <p>Dr. Bishwambhar Roy, Assistant Professor, Department of Mathematics.</p> <ul style="list-style-type: none"> • Teachers fellowship awarded by UGC <p>Dr. Devalina Gopalan 2014 Sri Arnab Majumdar 2016 Dr. Pyali Basu 2017</p> <ul style="list-style-type: none"> • Total number of teachers <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of full time teachers receiving awards from state level, national level, international level}}{\text{Total number of teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	<p>15</p>
<p>2.4.5 Q_nM</p>	<p><i>Average percentage of full time teachers from other States against sanctioned posts during the last five years</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none"> • Number of full time teachers from other states • Total number of sanctioned posts <p>Formula:</p> $\text{Percentage per year} = \frac{\text{Number of full time teachers from other states}}{\text{Total number of sanctioned posts}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$	<p>20</p>

Key Indicator - 2.5 Evaluation Process and Reforms (50)

Metric No.		Weightage
<p>2.5.1 Q_nM</p>	<p>Reforms in Continuous Internal Evaluation (CIE) system at the institutional level</p> <p>Upload a description not more than 500 words</p>	<p>15</p>

Institutional Context of the Key Indicator:

The institution has a centralized Continuous Internal Evaluation system (CIE) in place methodically assessing all aspects of a students' development throughout the year. This evaluative mechanism is geared towards preparing students for their final examinations conducted by the affiliating university, and also for their overall enrichment. The college, through the checks and balances built into the system strives to institute reforms in the said process from time to time according to the needs of the situation.

Orientation on Evaluation Process:

- All concerned stakeholders are informed of Continuous Internal Evaluation through the college Prospectus and the institutional website.
- Students are informed of this educational strategy, namely CIE at the beginning of the First Year during the Assembly cum Orientation Programme through the public address system.
- Students, along with their guardians are further apprised of it in the Parent-Teacher meetings held by the departments in due course.
- The Teaching Plan is formulated with the CIE in mind.
- Teachers' Council Meetings are held to determine dates of internal examinations.
- Publication of the dates of internal examinations on college notice-boards for prior information of students.

The Actual Practice (Types of evaluation):

- Evaluation test after admission to assess the level of understanding and proficiency of the student.
- Periodic class tests.
- Midterm examination.
- Selection Tests (before University examinations)
- Tutorials.

(Tutorials as part of which students have to write term papers, project and field reports, and also appear for viva-voce are an important addition under the semesterized Choice Based Credit System newly introduced by University of Calcutta from 2018-19 session).

- Supplementary Examinations.

(In some instances supplementary examinations are held to afford another chance to students to clear the test in which they failed to make the grade).

Result Analysis and Review Meetings:

- The results are compiled by the members of the Result Committee.
- These are subsequently analyzed in the Examination Committee meeting presided over by the Principal where the pass percentage is decided through general consensus and special inputs from departmental faculty.
- On the basis of this analysis there is the annual preparation and

	<p>distribution of Report Cards which is a unique evaluative practice of this institution.</p> <ul style="list-style-type: none"> • The Continuous Internal Evaluation (CIE) system is reviewed and modified from time to time in view of the changing requirements of the curriculum. • Though a time frame is prepared at the beginning of the session, suitable modifications are made if University examinations are rescheduled due to General, State level or Municipal elections, natural calamities or any other emergency. <p>Guardians' Meetings</p> <ul style="list-style-type: none"> • The guardians of students who have fared poorly in the examination are met by the departmental faculty and sometimes by the Principal and are advised according to the merit of the case. <p>Special and Remedial Classes</p> <ul style="list-style-type: none"> • Special classes are held after the Selection Tests to help the students prepare better for their upcoming university examinations. • Remedial classes are held for slow learners. 	
<p>2.5.2 QIM</p>	<p>Mechanism of internal assessment is transparent and robust in terms of frequency and variety.</p> <p>Upload a description not more than 500 words</p> <p>Institutional Context of the Key Indicator:</p> <p>The institution ensures that the mechanism for internal assessment is transparent and robust in terms of frequency and variety.</p> <p>The Transparency and Robustness Indices of the Mechanism of Internal Assessment:</p> <ul style="list-style-type: none"> • The mechanism of internal assessment operates on a continuous basis. • All internal assessment-related decisions are taken by the Academic Council in consultation with the teaching and non-teaching staff of the college. • The dates and other modalities pertaining to examinations are discussed democratically in Academic Council, Teachers' Council, Examination Committee and Administrative Staff meetings. • All internal assessment-related information is intimated to students and other stakeholders through notices on the college notice board and the institutional website. • The syllabus for the internal examinations is communicated to students during departmental counselling and class interaction. • The Roster for invigilation duty for internal and university examinations is drawn up by the Principal. • After every class test, answer scripts are returned to the students. The mistakes made by them are explained in detail by the concerned teacher, and guidance is given regarding the ways and means of improving future performances. Those performing well are lauded by 	<p>15</p>

	<p>the teacher so as to further boost their confidence.</p> <ul style="list-style-type: none">• Records of marks obtained by students in internal examinations are properly maintained in institutional mark books.• The institution has a robust, steady and effective system of communicating the marks to the guardians of students through Report Cards duly signed by the Principal, also containing remarks of the Head of the Department.• Students are required to get the Report Cards signed by their guardian and thereafter submit it to the Head of the Department, thereby ensuring transparency of the highest order.• Parents/guardians are allowed audience with faculty members and office staff regularly so that they may clear doubts, gain a greater understanding of the evaluative mechanism, develop their perspectives on the same and provide their valuable feedback on this crucial component of the internal assessment process as it exists in the institution.• On rare occasions when a parent feels aggrieved even after meeting faculty members, he or she can meet the Principal, who listens sympathetically to the grievances, tries to assuage anxiety and takes immediate and prompt action, if and when such steps are needed.• The confidence in faculty and college administration, habitually expressed by parents in Parent Teacher Meetings, as has been noticed consistently over the years, bears testimony to the robustness and effectiveness of the teaching learning process of the institution.	
--	---	--

<p>2.5.3</p> <p>QIM</p>	<p>Mechanism to deal with examination related grievances is transparent, time-bound and efficient</p> <p>Upload a description not more than 500 words</p> <p>Institutional Context of the Key Indicator:</p> <p>The mechanism to deal with examination related grievances in the college is two-pronged as it has to cater to those related to the internal evaluative process as well as to those final year examinations conducted by the University of Calcutta in which our students have to appear in order to successfully complete their programme of study. The institution takes steps to ensure that this mechanism, in both levels of its operation is transparent, prompt and efficient.</p> <p>The Transparency and Efficiency Indices of the Examination-related Grievance Redressal Mechanism:</p> <ul style="list-style-type: none"> • The institution has a transparent, time-bound and efficient mechanism for examination related grievance redressal. • For all Internal Examination related queries the respective Heads of Departments are empowered to act and adjudicate except for extreme cases when the intervention of the Head of the Institution may be necessary. • Any discrepancy in question pattern or marks award is addressed by the Examination Committee headed by the Principal as soon as it is brought to its notice. • As the faculty members enjoy a good rapport with the students the latter do not hesitate to approach their teachers in case of any examination-related doubt in their minds. • The computing of marks for internal examinations is done by the clerical staff of the college as well as by faculty members on the Result Committee. • Schedules for class tests are decided after taking into consideration students' demand for considerable time needed for preparation, and after results are communicated to them, they are free to voice their grievances, if any to the Head of the Department and also to the Head of the Institution, and speedy, effective remedial measures are taken. • As for the final examinations (for every Year) conducted by the affiliating university, the University of Calcutta in our case the marks are awarded by University-appointed examiners the entire process being carried out by the Controller's Department in the said university which publishes the results. • In case students are not satisfied with their marks as awarded by the university they are free to apply for Review of the concerned papers as well file RTI applications against a fee in accordance with the procedures prescribed by the university. • The college provides all kinds of assistance to students willing to apply for Review or RTI. The college office functions as the enabling forum where the primary appeal for review may be initiated. The administrative staff guides the students regarding the submission of relevant documents, etc for the necessary action so as to facilitate the 	<p>10</p>
---------------------------------------	---	------------------

	<p>Review process.</p> <ul style="list-style-type: none"> Besides, the Principal raises her concern with University authorities in appropriate forum if students are widely dissatisfied with the pattern of evaluation or are aggrieved about delay in publication of results. Parents are also provided with an opportunity to voice their opinions about examination-related grievances related to their wards in Parent Teacher Meetings, duly attended not only by all faculty members but also the Principal. 	
<p>2.5.4</p> <p>QIM</p>	<p>The institution adheres to the academic calendar for the conduct of CIE</p> <p>Upload a description not more than 500 words</p> <p>Institutional Context of the Key Indicator:</p> <p>The institution's internal academic calendar closely follows the one prescribed by the affiliating university, namely the University of Calcutta for the conduct of Continuous Internal Evaluation.</p> <p>For III Year students admission is in July followed by classes with Midterm Examination in November and the Selection Tests in December 2018. The final university examination, BA/BSc Part III Honours and General is in April 2019.</p> <p>For II Year students admission is in August followed by classes with Midterm Examination in November and the Selection Tests in January 2019. The final university examination, BA/BSc Part II Honours and General is in June/July, 2019.</p> <p>For I Year students admission is in June-July with classes for the 1st Semester commencing from the first week of July. Internal Assessment is to be held in the 3rd week of November, the Practical/Tutorial Examination in the 4th week of November and the theoretical examination in the 2nd week of December with publication of results within 45 days of examination.</p> <p>Semester 2: Commencement of classes within 7 days of completion of 1st Semester Examination. Internal Assessment is to be held in the 3rd week of May, the Practical/Tutorial Examination in the 4th week of May and the theoretical examination in the 2nd week of June.</p> <p>While Semester 3 and 5 will follow the schedule of Semester 1 Semesters 4 and 6 will follow that of Semester 2.</p> <p>The academic calendar, uploaded by the University of Calcutta on its website at the beginning of the session is scrupulously adhered to. The academic calendar of the college, for conducting Continuous Internal Evaluation is thoughtfully drafted in such a way that it is in sync with the University calendar. Class tests, mid term examination, test examinations and tutorials are properly spread out through the span of the session so that students can continuously go through a process of evaluation and academic growth. The Teaching Plan drafted by each department at the beginning of the session also earmarks the tentative schedule of internal examinations of different</p>	<p>10</p>

	types, so that the evaluation happens in a calibrated and coordinated manner.	
--	---	--

Key Indicator - 2.6 Student Performance and Learning Outcomes (40)

Metric No.		Weightage
2.6.1 Q_iM	<p><i>Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students</i></p> <p>Documents Requirement:</p> <ul style="list-style-type: none"> • Upload COs for all courses (exemplars from Glossary-Notes) Data not available?To be uploaded in website • Upload a description of Mechanism of Communication <p>Institutional Context of the Key Indicator:</p> <p>The institution has a Mechanism of Communication whereby program outcomes, program specific outcomes and course outcomes for all programs offered by it are stated and displayed on the website and communicated to teachers and students.</p> <p>All internal examination results are communicated to students through concerned teachers and departmental Heads through a robust exchange of views, and eventually at the end of the academic year through their Report Cards.</p> <p>For university examinations once the University uploads the results on its website, students are given access to various computers in the college campus for accessing their results. Besides, the formal, institutional result sheet as issued by the University of Calcutta is signed by the Principal and is prominently displayed on the college notice-board for the benefit of students. Once the mark sheets and certificates are received from the University, the same are distributed to students. Results are also uploaded on the college website.</p>	10
2.6.2 Q_iM	<p><i>Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution</i></p> <p>Upload a description of the method of measuring attainment of POs , PSOs and COs in not more than 500 words and the level of attainment of POs , PSOs and COs.</p> <p>Institutional Context of the Key Indicator:</p> <p>Measurement of the outcomes of the POs, PSOs and COs, in a sense, is a crystallization of the variegated efforts of the institution to improve its academic quality for these quantified results provide, at a glance the degree of change registered. These outcomes represent numerical data which may be analyzed, compared and used to predict trends in the overall academic graph of the college. Thus, this quantification of programme and course outcomes is of immense potential value leading,</p>	10

as it does to a vivid graphical model of the reality on the ground, as it were.

The institution uses the following methods of measuring the attainment of POs, PSOs and COs.

- After publication of results, mathematical calculation is applied to find out the pass percentage of POs, PSOS and COs. The success rate is always cent percent and also first class marks for some students of each department.
- The University of Calcutta sends a detailed numerical report of the Part III BA/BSc Examination results with the numbers of students placed in First Class, Second Class and other categories clearly spelt out.
- However, when after the Review and RTI procedures this figure changes the administrative staff of the college calculate and register the changes giving rise to the final revised outcome.
- For the Part II and Part I BA/BSc Examination the office staff members prepare the detailed numerical summary of the outcomes.
- In case of course outcomes, departmental faculty members meet the students for a stock taking, identify those whose performances have not been satisfactory, enquire about the reasons of underperformance and then meet guardians also to discuss with them corrective measures.
- The Principal discusses programme outcomes with faculty members in Academic Council, Teachers' Council and Result Committee meetings, appreciates faculties for their efforts and encourages them to work harder for further betterment of performances.
- Every year the Principal places the POs, PSOs and COs in the Governing Body meeting where the august members take note of the same and express their observations.
- The results of the students for the past four years, in keeping with earlier trends, have been consistently good. The average of pass percentage of students having Honours has been above 90%. There have been University toppers from English, Geography, Bengali and other departments and first class marks have been obtained by some students of every department quite consistently.
- Those students who attain a position in the university rankings are specially felicitated on the annual Prize Day of the institution to recognize their achievement and to also inspire and incentivize others to emulate their feat.

<p>2.6.3</p> <p>Q_nM</p>	<p><i>Average pass percentage of students</i></p> <p>Data Requirement for last five years:</p> <ul style="list-style-type: none"> • Program Code A, B • Name of the program • A BA/BSc Honours • B BA/BSc General • Number of students appeared • 2014 - 144 (H) 88 (G) • 2015-158 (H) 136 (G) • 2016- 161 (H) 97 (G) • 2017- 123 (H) 64 (G) • 2018 – 141 (H) 73 (G) • Number of students passed • 2014 – 134, 46, • 2015- 149, 56 • 2016-145, 34 • 2017- 114, 25 • 2018- 127, 22 • Pass percentage 2014- 93%, 52% 2015- 94% , 41% 2016- 90%, 35% 2017-93%, 39% 2018-90%, 30% • Formula: $\frac{\text{Total number of final year students who passed in the examination}}{\text{Total number of final year students who appeared for the examination}} \times 100$	<p>20</p>
--	--	------------------

Key Indicator - 2.7 Student Satisfaction Survey (50)

Metric No.		Weightage
2.7.1 Q_nM	<p><i>Online student satisfaction survey with regard to teaching learning process.</i></p> <p>Data Requirement:</p> <ul style="list-style-type: none">• Name/ Class/Gender• Student Id number/ Adhar Idnumber• Mobilenumber• Emailid• Degreeprogramme <p>(Database of all currently enrolled students need to be prepared and shared with NAAC along with the online submission of QIF) To be corrected by Adharshila and Piyali</p>	50